



INFORMATIVE ASSESSMENT

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Think about your current assessments:

- ◉ Which do TEACHERS use that help improve student achievement? How do they help?
- ◉ Which do SCHOOLS use that help improve student achievement? How do they help?
- ◉ Which do STUDENTS use that help their own achievement? How do they help?

I attended the Assessment Training Institute in Portland. July, 2007

Presentation by...

Rick Stiggins

Jan Chappuis

Carol Dweck

Carol Ann Tomlinson

Ken O'Connor

Alphie Kohn

Ruth Sutton

And many more!


Two purposes for Assessment

- SUMMATIVE -
Assessment OF
learning.

- How much have
students learned at
a particular point in
time?

- FORMATIVE-
Assessment FOR
learning.

- How can we use
assessment
information to help
students learn
more?



Research shows that
regular, high quality
FORMATIVE ASSESSMENT
increases student
achievement.

Assessment FOR learning
process has expected
effects of .5 to .8 standard
deviations.

Effective feedback models
have expected gains of .8
standard deviations.

1.0 Standard Deviation Score Gain Equals:

- 35%ile points on ITBS
- 2 to 4 grade equivalents
- 100 SAT points
- 5 ACT points
- US TIMMS rank from 22nd to 5th

What is the process of assessment FOR learning?


- Three steps from students' point of view:
- WHERE AM I GOING?
- WHERE AM I NOW?
- HOW CAN I CLOSE THE GAP?

WHERE AM I GOING?

- Students need clear and understandable vision of the learning targets.
- Teachers need to show examples and models of strong and weak work.

For teachers this means...

- ◉ UNDERSTANDING BY DESIGN training - getting to the “big ideas” in each subject & grade level.
- ◉ VERTICAL ALIGNMENT (K-12) of standards.
- ◉ Transform standards into student-friendly versions.
- ◉ Assure teachers have mastery of assigned standards and scaffolding.
- ◉ Collectively build “exemplars” to show students what quality work looks like.

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INGREDIENTS do not make a meal...
you must mix the ingredients into an
appetizing dinner. The same can be
said for STANDARDS. A teacher's job
is to COOK and make the standards
interesting, inviting and meaningful.

An effective teacher is like a
GOURMET CHEF using the same
ingredients to create many different
dishes.

-Carol Ann Tomlinson

WHERE AM I NOW?

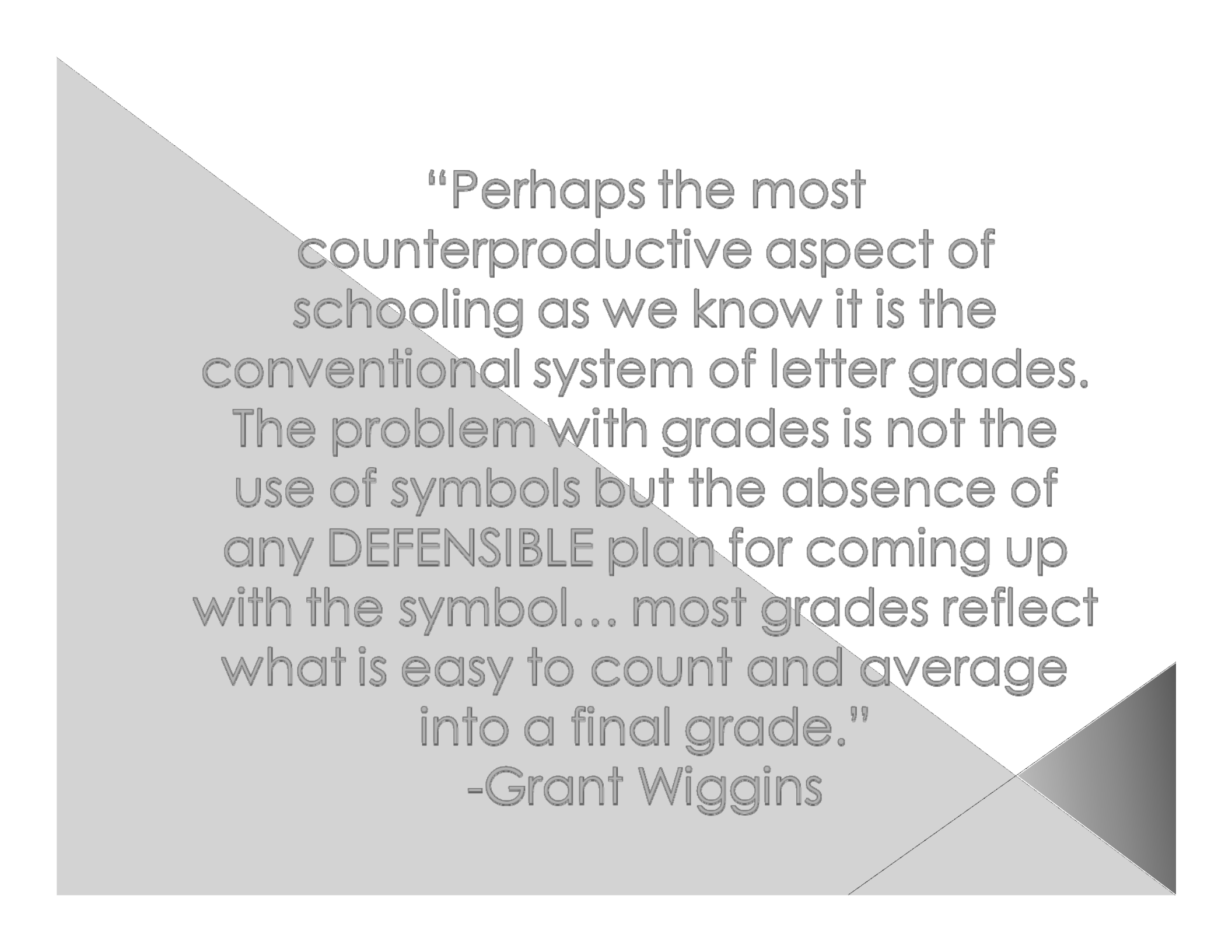
- ◉ Teachers need to offer regular descriptive feedback (not grades) at every step of the learning process (before it's too late to do something about it).
- ◉ Students need to be taught to self-assess and set goals.
- ◉ STUDENTS need to respond productively to assessment results (NOT just the ADULTS).

For teachers this means...

- ◉ Developing sound assessments & rubrics to define learning levels.
- ◉ Training in construction of assessments to ensure valid & reliable common assessments, common expectations, & impact of quality feedback.
- ◉ Discussions about research on grading practices.
- ◉ Training on student motivation theories (Dweck's fixed & growth theories of intelligence).

Grades

- ◉ Learning can happen in the absence of grades.
- ◉ No research supports that grades are motivational.
- ◉ Zeros are almost mathematically impossible to overcome.
- ◉ Grades should accurately reflect a student's level of understanding, not if she was on time, polite, participated in class, etc.



“Perhaps the most counterproductive aspect of schooling as we know it is the conventional system of letter grades. The problem with grades is not the use of symbols but the absence of any DEFENSIBLE plan for coming up with the symbol... most grades reflect what is easy to count and average into a final grade.”

-Grant Wiggins



“TEACHING isn't the same
as LEARNING!”

-Ruth Sutton

HOW CAN I CLOSE THE GAP?

- Teachers design lessons to focus on one aspect of quality at a time.
- Teach students focused revision (allow them to LEARN from their mistakes).
- Engage students in self-reflection, and let them keep track of and share their learning.

Teachers need to help students respond to assessment results:

- I UNDERSTAND THE RESULTS
- I KNOW WHAT TO DO NEXT
- I AM O.K. WITH THE RESULTS
- I CHOOSE TO KEEP TRYING!

For teachers this means...

- Training in DIFFERENTIATED INSTRUCTION.
Design lessons for students not getting it, the ones who got it, and the ones who are above and beyond expectations.(even once a week is beneficial!)
- Training in motivational theories to help students keep trying and not shut down.
- Providing forums for students to showcase their learning (celebrations, student-led conferences, etc.)

"The difference in achievement results appeared to stem more from the teachers' attitude than from any particular instructional method they used. Incessantly vigilant teachers held students accountable for their actions, to be sure, but at the same time they refused to let students fail. They sent the message that it is OK to fail, but not OK to choose failure."

-Nooksack School District, Everson, Washington

Old school vs. new school

- Old school of thought: TIME is the CONSTANT and the amount of learning is VARIABLE.

(sorting mechanism)

- New school of thought (NCLB): TIME must be VARIED so learning can be CONSTANT.

(only way we'll leave no child behind!)



A challenge to all of us..

“Stop assuming all students would learn at the same rate if they just WANTED to. We need to start accommodating differences with changes in our school structures.”
-Rick Stiggins



COACHING VS. INFORMATIVE ASSESSMENT

Action Plan!

- What is one idea you heard today that you can implement in your classroom, school or district this week?

Bibliography

- ◉ Assessment Training Institute: www.ets.org/ati
- ◉ How To Grade for Learning - Ken O'Connor
- ◉ Integrating Differentiated Instruction + Understanding by Design - Carol Ann Tomlinson & Jay McTighe
- ◉ Classroom Assessment & Grading that Work - Robert Marzano
- ◉ Fair Isn't Always Equal - Rick Wormeli
- ◉ Classroom Assessment for Student Learning - Richard J. Stiggins, et. al
- ◉ Mindset - Carol Dweck
- ◉ *Educational Leadership Magazine*, December 2007/January 2008, Vol. 65 No. 4 "Informative Assessment" issue.

THANK YOU !

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